

CHAPTER I

INTRODUCTION

The purpose of this chapter was to find out how the language attitude of the students towards learning English language. This chapter presents the background of the study, statement of research problem, significance of the study, aim of the study, scope and limitation of study and definition of key term of the study. Each section was presented as follows.

A. Background of the Study

In Indonesia, English was one of the subjects that were taught, In Indonesian educational curriculum. It was learnt by primary school students up to university students, starting from memorizing the vocabulary until producing the language. However, there was a big problem faced by most of the English learners in Indonesia. Indonesian learners seldom use the language as habit in their daily life, just because English was as foreign language. So, when the learners were asked by the condition to perform their English, they had lack confidence to do it. It happens in every level of learners.

Based on the result of National examination research by educational and cultural ministry in 2015, for English subject, the National examinational average value of UN SMP or MTs 2013 – 2014 increase by 0.82 compared to the year 2012- 2013. None of the provinces impaired for English subject. East java province, the highest comprehension was 70,83% in the material “memahami wacana” which was more batter than national comprehension

English was a foreign language. That fact happens on campus as well. The researcher had been observing that most of the learners in English education department also face similar problem as mentioned above. They were lack of confidence to use English for communication. They still use Indonesian or mother language when they present their assignment or make a dialogue with their friends. Most of them admit that they had less confidence to speak or use English as their daily language. They actually had been learning English for 9 years, since 4th of elementary class until 12th of Senior high school, but they still had no confidence to use it. The phenomenon may indicate that the teaching-learning of English in Indonesia was not successful yet.

¹ Kemendikbud, “Laporan Hasil Riset Ujian Nasional” (Litbang, 2014).
² Mohammad Khoir, “The Language Attitude of Learners of English Department UIN Sunan Kalijaga Toward English” (Sunan Kalijaga Islamic State University, 2014), 1.

In this research the researcher observed the language attitude of English education department students in UIN Sunan Ampel Surabaya (UINSA). Normally, attitude was in between think and act, a person who learn English and had positive attitude toward the language, will behave positively to the language such as speaking with their friends in English, attending English club, reading English material, listening to the English music, watching English movie and joining English competition etc. however, it will be questioned if such a problem the attitude was positive, but the act was negative such as they seldom speak English with their friends, attend English club, read English material, listen to the English music, watch English movie and join English competition etc. Precisely observed in English education department the students may say they proud of English language but they seldom speak English with their friends or present the English material in front of the class.

This study was aimed to investigate the language learning attitude of the students' English education department. The population of the research was students of English education department UIN Sunan Ampel Surabaya.

The researcher expectation that was the approach and the method used in English education department can be upgraded upon knowing the learners' language attitude of English Education Department of UINSA.

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F. Definition of key term

According Anderson (as cited in Suhardi) states, the language attitude was as system relates to the language which create a negative or positive responds and according to Abidin et al, the attitude concept had three components; behavior, cognitive and emotional. These three attitudinal aspects were based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively.

In this research the researcher used the term language attitude as the automatic responds which come from the repeated action of person, and it was influenced by behavioral, cognitive, and emotional aspect.

⁵ Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi, and Hanan Alzwari, "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (January 29, 2012), accessed August 2, 2016, <http://www.ccsenet.org/journal/index.php/ass/article/view/14617>.